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ABSTRACT

This report summarizes the results obtained from the training program for directors of educational research conducted at the University of Wisconsin-Madison from 1967 to 1973. This program consisted of up to three years of graduate study culminating in the Ph.D. degree. The objective of the program was to prepare persons for leadership positions in research, development, evaluation and dissemination activities in local and state school systems and other educational agencies. This report includes an outline of course requirements for the students, a description of the operation of the required internship year completed by the students, and, finally, an evaluation of the overall program by the director. (JD)

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FINAL REPORT

Training Program for Directors of Educational Research

Grant No. OEG-0-72-4741

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Professor of Educational Administration
University of Wisconsin-Madison

Madison, Wisconsin

September, 1973

SP 012 099

A. INTRODUCTION

This report will summarize the results obtained from the "Training Program for Directors of Educational Research" conducted in the Department of Educational Administration at the University of Wisconsin-Madison during the period July 1, 1967 through August 31, 1973. The program was developed as a direct result of a Program Development Grant (Project Number 6-2092, Grant Number OEG-3-6-062092-1085) which covered the period June 1, 1966 through June 30, 1967. The Program Development Grant was awarded under P.L. 83-531, Section 2 (B), as amended by P.L. 89-10, Title IV. The conduct and results of the Program Development Project were covered in a final report submitted July 10, 1967.

Progress reports on the Training Program for Directors of Educational Research have been submitted annually during the time the program has been supported. Consequently, this final report will summarize information contained in the previous progress reports and will provide additional evaluative data concerning the content and results of the program. Support for the program during 1968-69 was provided by Grant Number OEG-0-8-062095-3517 (010); support for 1969-70 was provided by Grant Number OEG-0-9-062092-4254 (010); support for 1970-71 was provided by Grant Number OEG-0-70-3533 (520); support for 1971-72 was provided by Grant Number OEG-0-71-3545, and support for 1972-73 was provided by Grant Number OEG-0-72-4741.

B. PROGRAM OBJECTIVES

The training program for directors of educational research consisted of up to three years of graduate study culminating in the Ph.D. degree. The broad objective of the program was to prepare persons for leadership positions in research, development, evaluation and dissemination activities in local and state school systems and other educational agencies. The following specific objectives served to guide the planning of a program of study for each trainee designed to enable him to:

1. Develop skill in working with individuals and groups in planning and administering research, development, evaluation and dissemination activities;
2. Acquire competence in the use of research skills and techniques;
3. Gain understanding of concepts, theories and research methods in disciplines related to education;
4. Sharpen skills in written and oral communication; and
5. Broaden knowledge of the organization and operation of public schools and of the teaching-learning process.

C. PROGRAM COMPONENTS

Course Requirements

Research conducted under the Program Development Grant upon which the design of this program was based revealed that (1) certain skills which directors of research should possess could readily be identified and (2) incumbent directors of research were characterized by diversity in their academic preparation, particularly at the undergraduate level. Thus, the first concern in designing the training program was to provide experiences which would enable trainees to develop the administrative, quantitative, conceptual and communicative skills needed by those who are expected to provide leadership in research, development and evaluation activities and which would equip them

with basic knowledge concerning the nature of the educational process and the operation of the educational enterprise. A second major concern in designing the training program was to retain maximum flexibility with regard to formal course requirements in order that the program of study planned for each trainee could be built upon his particular background of academic preparation and experience and permit him to develop one or more areas of specialization appropriate to his background and interests. Accordingly, the course requirements which were established enabled the program staff to plan an individualized program of study for each trainee by selecting, from among a variety of courses, those which are most appropriate in terms of his academic preparation and experiential background. Course requirements for the program were as follows:

a. Educational Administration

The following courses in Educational Administration were either required or strongly recommended:

No.	Title	Semester Hours	Class Hours	Required
Ed. Admin. 702	Organization and Administration of American Public Schools	3	48	Yes
Ed. Admin. 725	Research Methods and Procedures in Educational Administration	2	32	No
Ed. Admin. 740	Supervision of Instruction	2-3	32	No
Ed. Admin. 760	Computer Applications in Educational Administration	2-3	32+Lab	Yes
Ed. Admin. 825	Administration of Research and Development Activities in School Systems	2-3	32	Yes
Ed. Admin. 830	Financing Public Education	2-3	32	No
Ed. Admin. 870	Politics of Education	2-3	32	No
Ed. Admin. 875	Educational Planning in the Urban-Regional Complex	2-3	32	No
Ed. Admin. 900	Internship	6-12	--	Yes
Ed. Admin. 925	Seminar: Administration of Research and Development in School Systems	2	32	Yes
Ed. Admin. 990	Research	9-15	--	Yes

b. Educational Foundations

A minimum of 9 credits of course work in Educational Foundations was required of each trainee. The following courses were recommended as being especially relevant:

No.	Title	Semester Hours	Class Hours	Required
C & I 640	Curriculum Planning	3	48	No
C & I 715	Research Theories and Procedures for Curriculum and Instruction	3	49	No
Ed. Pol. 505	Issues in Urban Education	3	48	No
Ed. Pol. 628	History of Education in American Culture	3	49	No
Ed. Pol. 648	Sociology of Education	3	48	No
Ed. Psych. 301	Human Abilities and Learning	3	48	No
Ed. Psych. 725	Theory and Issues in Human Development	3	48	No
Ed. Psych. 705	Theory and Practice of Learning	3	48	No

c. Research

A minimum of 15 credits in courses which will provide the trainee with the necessary research "tools" was required. The following courses were recommended as being especially relevant:

No.	Title	Semester Hours	Class Hours	Required
Ed. Psych. 570	Foundations of Educational Measurement	3	48	No
Ed. Psych. 561 and 562	Statistical Methods Applied to Education	6	96	No
Ed. Psych. 573	Educational Evaluation	3	48	No
Ed. Psych. 762	Introduction to the Design of Educational Experiments	3	48	No
Ed. Psych. 861	Statistical Analysis and Design in Educational Research	3	48	No
Ed. Psych. 862	Multivariate Analysis	3	48	No
Soc. 544	Introduction to Survey Research	3	48	No
Soc. 964	Seminar: Design and Process of Survey Research	3	48	No
Urb. and Reg. Planning 721	Techniques and Methods of Planning Analysis	3	48	No

d. Social Sciences

Each trainee is required to complete at least nine credits of work selected from among courses offered by such departments as Anthropology, Economics, History, Philosophy, Political Science, Psychology, and/or Sociology. As of June, 1969, reading knowledge of a foreign language is not required of candidates for the Ph.D. degree in Educational Administration. The time which trainees formerly spent in gaining a reading knowledge of a foreign language is now devoted to strengthening their research skills--primarily through additional formal course work but also through non-credit short courses and informal learning experiences.

Informal Instructional Activities

A wide variety of informal instructional activities were utilized to supplement formal course work. During their first semester on campus, regular meetings were held with the trainees. These meetings were informal in nature and provided the staff with an opportunity to discuss matters of immediate concern to the trainees, for example, planning their program of study and meeting degree requirements in proper sequence, as well as familiarizing them with ongoing programs at the University of Wisconsin-Madison which were relevant to the objectives of the training program. Representatives of other organizations on campus and in the Madison area which are involved in research and development also met with trainees to discuss the programs and activities in which they were involved. These meetings involved representatives of such organizations as the Research and Development Center for Cognitive Learning, the Laboratory for Experimental Design, the Instructional Research Laboratory, and the Wisconsin Department of Public Instruction's Division of Research and Evaluation.

Field trips to visit research departments also played a prominent role in the informal instructional activities. Field trips included visits to the Milwaukee Public Schools, the Wisconsin Department of Public Instruction, and the Madison Public Schools. Trainees also were encouraged to

attend the annual meeting of the American Educational Research Association, the Wisconsin Educational Research Association, and other professional meetings

Practicum Experiences

Trainees spent one academic year--typically their second year in the program--as research interns in the research department of a local school system, an intermediate educational agency, a state educational agency, or some other organization engaged in educational research and development work. The practicum experience afforded trainees an opportunity to apply the research skills and techniques they had acquired to obtain firsthand knowledge of the way in which research departments function, and to become familiar with some of the problems and pitfalls of educational research and development work.

The key to a successful and rewarding internship experience is the person in the research and development agency who supervises the intern's day-to-day experience. In arranging internship placements, primary attention was given to (1) identifying research departments (and research directors) who would provide appropriate "role models," and (2) reaching agreement with the prospective sponsor that the intern will be given an assignment which will provide him with a realistic and comprehensive exposure to the problems and activities encountered in administering a research and development operation. In arranging internships an attempt was made to insure that the research intern would be given increasing responsibility as he demonstrated competence. Each intern, moreover, was assigned major responsibility for at least one project during the course of his internship year. An attempt also was made to insure that, insofar as practical, the intern had ready

access to his sponsor to discuss his experiences and to receive advice, suggestions, and counsel. Insofar as possible, each research intern was regarded as a regular member of the research agency's staff.

Faculty sponsors (Professors Rossmiller, Lipham, and McIsaac) scheduled regular supervisory visits to each research intern during the academic year. Prior to and during the supervisory visit, the professor reviewed the intern's weekly log and discussed with the intern any problems which had been encountered and the assignments he had been given. The faculty member also met with the intern's sponsor to review and discuss the trainee's assignments and activities to date and to agree upon any appropriate adjustments in the trainee's assignment.

The type and nature of the research intern's responsibilities varied from one agency to another according to the way in which the research agency was organized, the scope of its mission, and the trainee's demonstrated competence. Faculty members who supervised research interns were particularly concerned to see that the intern obtained experience with all facets of the research operation, had ready access to his sponsor (and to the research director if the director was not the sponsor), was invited to attend all relevant administrative staff meetings, and was given significant responsibility for one or more projects. Equally important, the faculty member, in consultation with the intern's sponsor, was able to identify areas of knowledge and/or skill which the intern needed to strengthen when he returned to the campus to complete his training program.

One or more interns were placed in each of the following agencies during the period 1967-1973:

Atlanta Public School
Atlanta, Georgia

Cooperative Educational Service Agency #11
LaCrosse, Wisconsin

Dade County Public Schools
Dade County, Florida

Dallas Independent School District
Dallas, Texas

Dayton Public Schools
Dayton, Ohio

Los Alamos Public Schools
Los Alamos, New Mexico

Madison Public Schools
Madison, Wisconsin

Milwaukee Public Schools
Milwaukee, Wisconsin

Philadelphia Public Schools
Philadelphia, Pennsylvania

Racine Public Schools
Racine, Wisconsin

Research Council of the Great City Schools
Washington, D. C.

San Diego Public Schools
San Diego, California

Wisconsin Department of Public Instruction
Madison, Wisconsin

Wisconsin Research and Development Center
for Cognitive Learning
Madison, Wisconsin

Evaluation of the Practicum by Intern Sponsors

Persons who served as sponsors of interns were invited to evaluate the internship arrangements from their point of view and to offer suggestions for improvement of the internship experience. The following are excerpts from some of their letters:

"With regard to your training program at the University of Wisconsin, my only comment is that you have done an excellent job on the Jim Hale I first met in 1966. You have turned him from a promising young man into a confident, competent research administrator.

"Any criticisms I might have of the training program would reflect my own personal bias rather than its effect on Jim Hale. It has been my observation that research administrators in large public school systems tend to gravitate to noninstructional activity. This leaves the instructional leadership responsibilities to personnel with lesser ability as researchers.

"I would like to see the graduate programs such as yours have a strong background in the philosophy of education and an extensive knowledge of the great books in curriculum and instruction. I am frequently frustrated when I see highly competent graduates of educational administration programs throw themselves into instructional leadership tasks with an inadequate knowledge of the history of public education in America. I often see otherwise competent administrators re-inventing methods, procedures, organizational schemes, and solutions to persistent problems which have received extensive analysis through the years, and which have been well documented in the professional literature...."

Signed: Ralph L. Hall, Director, Department of Program Planning and Development, Dade County Public Schools, Miami, Florida 33132

"An internship that provides the freedom of flexibility that your arrangement with Don provided was tremendously beneficial to us. I suspect it was particularly valuable because of Don's own characteristics. He is a person of high capacity, boundless energy and good basic judgment. His dissertation reflects his competency in statistics and the analysis of data. More important to me is his flexibility and eagerness to make practical application of research data.

"It is this combination of research skills and broad administrative capability that give Don high potential in the field of education."

Signed: Wayne Carle, Superintendent, Dayton Public Schools, Dayton, Ohio 45402

"I would like to write this letter in support of your research training program at the University of Wisconsin, My opinion is that you are helping to meet some of the critical needs for persons with research and evaluation expertise, at the public school level as well as at other professional levels within the general education field.

"My opinion is based primarily on two of your students with whom I have worked. We had Oscar Hankinson as an intern and then as a full-time staff member with the Office of Research and Evaluation in the Philadelphia schools. I have had William Denton as an intern here in the Council offices in Washington since last May. Both Mr. Hankinson and Mr. Denton have been excellent men, with thorough training, and both have fit well into the public school activities in which we have placed them."

Signed: John L. Hayman, Jr., Director of Research, the Council of the Great City Schools, Washington, D. C. 20006

"My general enthusiasm for your program cannot be overstated. Both Mr. Escourt and Dr. Hankinson, although distinctly different individuals, were among the most dependable members of our staff. Your visits to Philadelphia are always great sources of improvement in the intern's performance.

"You probably know that I often see myself more as an advisor than as a boss and, therefore, have enjoyed being asked to consult on the program of each intern. This relationship has probably been more beneficial to me than to the interns because I am continually forced to rethink my own performance and 'style' and role as I give advice to an initiate into the profession.

"It is difficult for me to see any major weaknesses in this system of internship. If I had my one greatest wish, I would like to see more of the interns stick with the public school research and evaluation for three to five years. Probably because they are trained in administration, most of these men will be launching into leadership roles before they ever make a significant research contribution. The price, from my personal experience, is high in that I always feel pulled between helping them through their program and wanting them to do our work better. Fortunately, some of the doing is possible as a by-product. But I wonder if we are not rushing some of the men too fast, and in the end losing the opportunity to develop their commitment to the research community."

Signed: John B. Peper, Executive Director, Research and Evaluation, School District of Philadelphia, Philadelphia, Pennsylvania

Evaluation of Practicum by Trainees

Following completion of their internship experience each trainee was requested to provide a written evaluation of his or her internship. The following excerpts were drawn from such reports:

"My internship experience at the Council of the Great City Schools in Washington, D. C., was beneficial to me. It provided experiences and opportunities that I'm sure would not have been available elsewhere. While at the Council, I served as Project Director for two projects--An Analysis of Title I Projects in the Great City Schools and the Vocational Education Curriculum Development Project.

"In the Title I Survey Project, I was able to interact with the Directors of Research and Title I Coordinators in the twenty cities that were members of the Council. A major task within this project was the development of the final report which was presented to the U. S. Office of Education.

"The Vocational Education Curriculum Development Project enabled me to review the work that has been done in developing curriculum for Vocational Education. A major task within the project was the development of a curriculum model which could be used by the twenty-one Great Cities for development of a "cluster" curriculum. During the project, I was able to interact with the Directors of Vocational Education in the member cities.

"Both projects gave me the opportunity for a great deal of travel in the United States. They also gave me considerable insight into some of the many problems currently facing the urban schools of America.

"My primary criticism of the experience is one that I have heard from many other interns. It is--there is a fine line between an intern's experience and exploitation. By this I mean, interns are often paid a much lower salary than the position which they are fulfilling would ordinarily command.

"My experience was a good one and I am grateful for it."

William T. Denton

"I was assigned to the Office of Research in Philadelphia and placed in the Department of Field Research and Development as a Research Associate. I was assigned to District Seven, one of eight administrative districts in the City. One of the unique aspects of my experience was that I was not viewed as an intern; rather, I was accepted and operated as a 'real' researcher.

"I was able to visit schools, principals, and teachers. I was able to conduct several very interesting studies involving the alphabet mastery of Kindergarten children and the effectiveness of a Montessori program. I was able to operate freely and was given an assistant for an eight week period.

"The visitation by members of the program staff was a very valuable experience. By being able to visit on-site they (university advisors) were able to comprehend the situation with far greater grasp than via phone, letter, or interview. This on-site guidance was very beneficial.

"Dr. Peper, Executive Director of Research, provided time for several in-depth interviews that were very helpful. Dr. Farber, Manager of the District Research Associates, was available at two meetings a month on a formal basis, but was always available for matters of urgency."

Arnold Escourt

"My internship with the Madison Public Schools this past year was a powerful learning experience that gave me many insights into the daily operation of the central office of a medium-sized school system and also into their research operation in addition to presenting me with several challenges.

"The first formal challenge I faced was to immediately modify the current standardized testing program in order to make it more meaningful. I implemented several changes and then coordinated the program. While the testing program was in progress, I began designing the future testing program which involved a university consultant and an in-service program training 60 professional staff members. Throughout this time I designed, developed, and evaluated a series of computer-generated verbal-format testing reports that were piloted at the fourth-grade level. (This project became the basis for my dissertation.)

The major constraint under which I worked was the transitory nature of my position--I was an intern in a temporary position, and a few people used this as a rationale to work at cross-purposes with what I was doing. This problem is evaporating with my departure (as I think it would have if I decided to assume the position on a permanent basis), and I have the luxury of a successor who is familiar with my goals for the research and testing office and who is in congruence with them.

"Aside from this constraint, I have had few difficulties this past year. In fact, my immediate superior, Dr. Carmelo V. Sapone, the Director of Curriculum Development, has been a superior superordinate in his manner of allowing me almost total freedom in which to operate and supplying maximum support. Our relationship could not be more harmonious nor more beneficial to me in my learning experience.

"The formal supervision that I received from the university was minimal, although I appreciated the availability of the university professors who were there if I needed them.

"It was an excellent internship that provided to me an opportunity to work with competent people in a healthy environment and broad latitude to structure my activities, while I had the availability of the resources of the University of Wisconsin."

Walter M. Mathews

"The activities in which I was engaged during my internship tended to build upon my specialization in the area of research and evaluation in addition to exposing me to some of the administrative problems that one experiences in directing and doing research in a public school setting. The internship gave me an opportunity to get involved in both instructional and administrative research. I was also fortunate to be able to work on several individual projects in addition to being totally responsible for one major project--the Organizational Climate Study. I felt that this project was especially beneficial since it gave me a chance to obtain practical experience in all aspects of carrying out a research project in a public school system--from the design and initiation stage through to the report writing and dissemination phase. The major project also provided the internship with continuity.

"I felt that the preparation that I received for the internship was excellent. The areas of research methodology, management systems and administrative theory were of special value.

"In regard to supervision, I felt that the supervision provided by the Unified School District and by the University of Wisconsin faculty responsible for the internship was very satisfactory.

"Overall, I would have to rate the internship experience that I had with the Racine Unified School District as quite rewarding. The only real weakness of my internship as I see it was the limited size of the research staff of the district. This restricted the number and type of personnel with whom I could interchange ideas. I feel that the availability of such personnel for this type of communication is an important phase of an internship experience."

Gerald Boardman

"My internship was served in the Department of Educational Research and Program Assessment of the Milwaukee Public Schools. The majority of the internship activities centered on evaluations of programs and pilot projects of the school system. Much of the time during the first semester was devoted to Title I evaluation activities and to two board-funded projects. The second semester of activity centered on a Title III project entitled, "A Cluster-System Approach to the Problems of a Large School System"--a decentralization project involving an inner-city high school and four of its thirteen feeder schools. Time was also devoted to a parent opinion survey on school system problems and to the evaluation of a teacher in-service project dealing with the adjustment of classroom curriculum to the individual needs of inner-city black students. During both semesters of the internship, time was devoted to contact with local university researchers, members of the Wisconsin Department of Public Instruction and other outside agencies.

"All staff meetings and meetings concerning the administrative functions of the research department were attended. Periodic sessions were held with the Director to review the progress of the internship program. Visits were made by the professors supervising the traineeship program and the internship was given a great deal of direction as a result of these sessions.

"The internship was a valuable experience which allowed for a proper perspective of a school system research operation. The internship complemented the classroom experience and provided for a realistic application of the knowledge absorbed at the University to the problems faced in a city school. Complete congruency between these factors, however, was not always evident.

"In summary, I feel that:

1. The internship is properly placed in the sequence of traineeship experience.

2. The duration of the internship seems appropriate since most assessment projects coincide with the academic year.

3. Contact with interns in other school systems could be increased to allow for an exchange of experiences.

4. The experience with the Milwaukee Public Schools provided for a complete exposure to school system research.

5. The staff of the Department of Educational Research and Program Assessment made themselves available for any and all questions and because of their cooperation the internship was successful."

Roger Giroux

"During my internship in the Dade County, Florida, Schools I was provided many opportunities to cooperate with the Research staff, Director of Research, members of the Division of Instruction, other central office departments, and school personnel in designing, implementing and reporting a variety of research related projects. Several projects were assigned to me for execution. These encompassed a wide range of topics including, among others, a study to reorganize the Division of Instruction, a study to determine optimum school size for elementary, middle and secondary students, and a survey of parental attitudes relative to selected issues and expectations for a specific elementary school. During the second semester I requested and was provided the opportunity to spend approximately 90 percent of my time on the Planning-Program-Budgeting System research project. During both semesters, I was regarded as a functioning member of the research staff and received complete access to resource persons, data files and other support services. I was further included in all department training seminars including research design, behavioral goal writing, and computer programming. Many problem-solving sessions covering a wide range of issues provided me an opportunity to both initiate and test alternative program proposals.

"I found my formal preparations most adequate to meet the requirements of the task assigned. Probably the best evaluation is couched in the

fact that formal offers for a full-time position with the Research Department and other departments were made--I was also invited by members of another school district to associate with their organization.

"Dr. Ralph Hall, Director of Program Planning, Development and Evaluation, established an open door policy for me upon my arrival in Dade County. On several occasions he arranged invitations for me to attend division staff plenary sessions as well as meetings with outside consultants and multi-school district research councils. He further reacted to many issues that I proposed relative to organization and administration of research activities in urban school systems."

James A. Hale

D. TRAINEES

Methods and Criteria for Selection

The first criterion applied in selecting trainees was that the applicant must be admissible to the Graduate School and to the Doctor of Philosophy degree program in the Department of Educational Administration at the University of Wisconsin-Madison. Admission to the Ph.D. degree program in Educational Administration is based on the following:

1. At least one plus, and more pluses than minuses, on the following measures:

	Minus	Zero	Plus
Undergraduate grade point average	2.75	2.75-2.99	2.99
Graduate grade point average	3.33	3.33-3.49	3.49
Miller Analogies Test	75%ile	75%-89%ile	89%ile
Graduate Record Examination	1000	1000-1099	1100

2. Recommendations from three persons who are qualified to pass on the academic and professional competence of the candidate.

3. A statement by the applicant identifying his specific areas of interest and his professional objectives and career goals.

4. A favorable vote of the faculty.

In addition to meeting requirements for admission to the Ph.D. degree program in Educational Administration, applicants for traineeships in the Training Program for Directors of Research were requested to take two other

evaluative measures: the Cooperative English Tests and the Watson-Glaser Critical Thinking Appraisal. Preference was given those applicants who:

a. Scored higher than the 75th percentile at at least two of the following: Miller Analogies Test, the Cooperative English Tests and the Watson-Glaser Critical Thinking Appraisal.

b. Scored higher than the 50th percentile on both the verbal and quantitative sections of the Graduate Record Examination Aptitude Test.

c. Had a graduate grade point average of 3.5 or higher on at least 15 credits of graduate work.

d. Had an undergraduate grade point average of 3.0 or higher.

In making final selection of trainees from among those applicants who meet the above criteria, the following factors were considered:

a. Age--preference was given applicants who were under 35 years of age.

b. Experience--preference was given applicants who have had experience in working with the problems of public education. (A limited amount of teaching and/or administrative experience is viewed as desirable but not essential.)

c. Education--preference was given applicants who have completed at least one semester of graduate study.

d. Commitment to public school work--preference was given applicants whose career aspirations are oriented toward research and development work in the public schools.

e. Leadership potential--preference was given applicants who have demonstrated leadership skills in their previous positions.

(Factors d and e were assessed through a personal interview with the applicant and through personal contact with responsible persons who were well acquainted with the applicant.)

The procedures outlined above facilitated the identification and selection of able trainees. This conclusion is attested by the fact that no trainee dropped from the program, and that the progress of trainees through the program has, with few exceptions, been more rapid than the progress of the average doctoral student, despite the heavy demands of the research training program.

The following table summarizes the academic qualifications of trainees who have received support under this program:

Name	Undergrad. GPA	Grad GPA*	Miller Analogies Test**	Watson-Glaser Critical Thinking***	Cooperative English***	Graduate Record Exam Verbal	Graduate Record Exam Quant.
Allen, Mary Ann	3.03	3.80	49	88	177	500	510
Boardman, Gerald	3.41	3.49	45	85	169	480	680
Daescher, Stephen	2.90	3.46	55	85	171	470	580
Denton, William	3.03	3.05	69	89	172	560	700
Dunfee, Donald	1.79	3.00	66	91	173	490	710
Dziuban, Charles[a]	2.48	3.52	59	92	166	550	620
Escourt, Arnold	2.24	3.30	62	72	167	580	460
Giroux, Roger	3.13	None	54	89	167	550	580
Gramenz, Gary	2.86	3.67	71	88	180	630	480
Hale, James	2.21	3.40	52	82	165	520	660
Hankinson, Oscar	2.85	2.80	63	78	175	680	440
Jacobson, Donald	2.95	3.39	61	71	177	500	650
Kelly, William	2.23	3.53	45	66	167	590	720
Krueck, Thomas	2.97	None	76	77	182	590	720
Mathews, Walter	1.92	3.42	71	90	181	550	760
McKinney, Stephen	2.95	3.20	73	79	180	640	620
Moran, Thomas	2.63	3.80	79	--	--	680	690
Nelson, Richard	2.11	3.40	66	89	170	630	540
Oldiges, Donald	2.95	3.43	61	77	176	410	450
Reimer, Roger[a]	2.31	3.33	--	--	--	--	--
Smith, Kenneth	2.37	3.43	79	83	177	--	--
Totdahl, Orval	2.99	3.62	58	99	166	--	--
Wright, Kenneth	3.07	4.00	74	--	--	650	680

* At time of admission to program
** Raw score
***Converted score

[a]Supported from institutional allowance portion of grant as a project assistant; not as a trainee.

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
Allen, Mary Ann	9-69	8-72	Educational Administration	Ph.D., 8-73	Learning Coordinator, Jefferson Middle School, Madison, Wisconsin
Boardman, Gerald	9-67	8-69	Educational Administration	Ph.D., 8-69	Associate Professor of Educational Administration and Educational Psychology, University of Nebraska, Lincoln, Nebraska (Formerly Assistant Professor of Educational Administration, University of Florida, Gainesville, Florida)
Daeschner, Stephen	9-70	6-72	Educational Administration	Ph.D., 6-72	Director of Research and Evaluation, St. Louis Public Schools, St. Louis, Missouri (Formerly Assistant to the Director, Kendall School, Gallaudet College, Washington, D. C.)
Denton, William	9-69	8-71	Educational Administration	Ph.D., 8-71	Director, Research and Evaluation (Project Evaluation), Dallas Independent School District Dallas, Texas (Formerly Coordinator, Skyline Career Development Center Evaluation, Dallas Independent School District, Dallas, Texas)
Dunfee, Donald	2-70	5-73	Educational Administration	Ph.D., 12-73	Associate Professor of Mathematics Maine Maritime Academy, Castine, Maine
Dziuban, Charles*	9-68	6-69	Educational Administration	Ph.D., 6-70	Associate Professor of Education, Florida Technological University, Orlando, Florida
Escourt, Arnold	9-69	8-72	Educational Administration	Ph.D., 6-73	District Research Associate, Philadelphia Public Schools, Philadelphia, Pennsylvania
Giroux, Roger	9-67	6-70	Educational Administration	Ph.D., 6-70	Director of Research, Duluth Public Schools, Duluth, Minnesota (Formerly Research Associate, Milwaukee Public Schools, Milwaukee, Wisconsin)

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
Gramenz, Gary	6-70	5-73	Educational Administration	Ph.D., 5-74	Research Assistant, Wisconsin Research and Development Center, Madison, Wisconsin
Hale, James	9-67	8-69	Educational Administration	Ph.D., 6-70	Associate Professor of Educational Administration, University of New Mexico, Albuquerque, New Mexico
Hankinson, Oscar	9-67	1-70	Educational Administration	Ph.D., 1-70	Principal, McCall School, Philadelphia, Pennsylvania (Previously District Research Associate, Philadelphia Public Schools, Philadelphia, Pennsylvania
Jacobson, Donald	2-68	8-70	Educational Administration	Ph.D., 8-70	Director, Regional Education Center "C", LaCrosse, Wisconsin
Kelly, William	9-70	8-72	Educational Administration	Ph.D., 8-72	Superintendent of Schools, Wautoma, Wisconsin
Krueck, Thomas	6-70	5-73	Educational Administration	Ph.D., 12-73 or 5-74	Coordinator for Research and Evaluation, Skyline Project, Dallas Independent School District, Dallas, Texas
Mathews, Walter	7-69	6-71	Educational Administration	Ph.D., 6-71	Assistant Professor of Education University of Mississippi, University, Mississippi
McKinney, Stephen	6-70	5-73	Educational Administration	Ph.D., 12-73	Education Specialist, Education Planning Center, Boston Public Schools, Boston, Massachusetts
Moran, Thomas	1-73	8-73	Educational Administration	Ph.D., 12-73 or 6-74	Consultant, Wisconsin Department of Revenue, Madison, Wisconsin
Nelson, Richard	6-70	6-72	Educational Administration	Ph.D., 6-72	Assistant Professor of Education University of Rhode Island, Kingston, Rhode Island
Oldiges, Donald	9-67	6-69	Educational Administration	Ph.D., 6-69	Director of Research, Dayton Public Schools, Dayton, Ohio

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
Reimer, Roger*	9-70	6-71	Educational Administration	Ph.D., 8-71	Assistant Professor of Education University of the Pacific, Stockton, California
Smith, Kenneth	9-70	8-72	Educational Administration	Ph.D., 8-72	Assistant Professor, Teacher Center, University of Rhode Island and State IGE Coordinator, Rhode Island Department of Education
Totdahl, Orval	9-69	8-72	Educational Administration	Ph.D., 12-73 or 5-74	Director of Research, Racine Unified School District, Racine, Wisconsin
Wright, Kenneth	2-73	8-73	Educational Administration	Ph.D., 8-74 or 12-74	Research Assistant, Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, Wisconsin

* Supported as project assistant under institutional allowance portion of the grant; not as a trainee

E. DIRECTOR'S ASSESSMENT OF THE PROGRAM

This concluding section provides an appraisal of the Training Program for Directors of Educational Research as viewed by the program director. Observations contained in this section are essentially subjective in nature, although where possible data in support of the conclusions drawn will be cited.

Appraisal of Certain Aspects of the Program

The objectives for the Training Program for Directors of Research were established on the basis of research conducted as a result of our Program Planning Grant. Data gained from interviews with superintendents, directors of research and other personnel in large public school systems were utilized to specify the objectives for the program. The objectives were reviewed annually by the program staff (Professors Rossmiller, Lipham and McIsaac) to assure that they remained appropriate in the light of our observations and experience gained in supervisory visits to interns. No changes were made in the major program objectives during the course of the program. We believe that the program objectives were appropriate, and we would not change the objectives if we were to conduct another program of a similar nature.

Conversations with school district personnel who worked closely with our trainee-interns and data obtained from the trainees themselves led us to conclude that the content and focus of the program was, with few exceptions, relevant and appropriate. We did identify professors (and courses) who could contribute much to the preparation of trainees and this information was utilized in advising trainees with regard to their programs of study. We found that informal learning experiences, such as meetings with personnel of research and development agencies on the University campus and in state

education agencies, and field trips to visit public school research departments, were an extremely valuable portion of the program. These activities served to sensitize trainees to the demands and expectations confronting research-development-dissemination-evaluation personnel as well as to build a strong esprit de corps and sense of purpose among trainees. Attendance at professional meetings such as those of the American Educational Research Association also was regarded by trainees as a valuable learning experience.

Our program was carefully designed to provide maximum flexibility. This flexibility enabled us to accommodate easily trainees who had acquired a substantial amount of graduate level preparation prior to the time they entered the program and thus avoided redundancy of course work. Although the program was designed to provide up to three years of study, most of our trainees completed the program in less than three years. The program's flexibility also permitted us to exercise considerable discretion in counseling trainees so that we could continue in the program those trainees who had not, in our judgment, mastered the knowledge and skills required for effective job performance. If we were to direct another similar program again, we would attempt to preserve maximum flexibility in both content and duration, thus permitting the director and program staff to exercise discretion in designing individual programs of study tailored to meet the specific needs of each trainee.

Three members of the faculty--Professors Rossmiller, Lipham, and McIsaac--were available for student advising and internship supervision. These three staff members contributed special expertise in complementary fields; Professor Rossmiller in educational finance and research management, Professor Lipham in organizational theory and behavior, and Professor McIsaac in research design and computer applications. In addition, other faculty members in the

Department of Educational Administration and in other departments in the University gave generously of their time in providing advice and consultation to trainees, particularly with regard to their dissertation research and other research interests.

The criteria employed in selecting trainees for participation in the program were very effective. No trainees dropped from the program and all trainees either have received the Ph.D. degree or will receive the degree in the near future. All trainees made excellent academic progress and nearly all of them completed the Ph.D. degree program in less time than the typical student in the Department of Educational Administration. Recruitment of trainees was conducted on a national basis and trainees resided in the following states at the time of their selection: Arizona, Florida, Georgia, Hawaii, Massachusetts, Minnesota, Ohio, Oregon, Pennsylvania, Rhode Island, Washington and Wisconsin. We enjoyed only moderate success in recruiting trainees from ethnic minority groups. We were able to recruit one black trainee and one woman. With regard to class size, we believe that a group of five or six trainees is the optimum size to begin training each year. In a program of three years duration 15 to 18 students would be in training at any point in time. We feel that a group of five or six trainees beginning each year permits intensive individual counseling, facilitates the arrangement of satisfactory internship experiences, and permits appropriate placement of trainees completing the program.

The existence of federal support was indispensable to the success of this program. Grant funds made it possible to arrange internships in outstanding research departments without regard to geographic location, funded travel to provide adequate supervision of interns, and provided support for able students who would not otherwise have been able to undertake two or three

years of graduate study. There were no students in the Training Program for Directors of Research who were not aided--either through traineeships or through project assistantships funded from the institutional allowance portion of our grant. Trainees in this program were drawn from a wider geographic area than non-aided students, completed the program more rapidly than non-aided students, and chose careers more directly related to educational research and development work than non-aided students.

Without federal support there will be no formal Training Program for Directors of Research. Although the courses which comprise the program will be available, there will be no organized program in the absence of external support from some source. Support for students engaged in training is indispensable, particularly if one wishes to provide realistic practicum experiences as an integral part of a training program.

Major Strengths of the Program

Several major strengths of the program can be identified and will be discussed in the following paragraphs. The order in which they are discussed is indicative of neither importance nor priority. Rather, they represent segments of an integrated program concept and thus cannot be separated.

One major strength of the program was a sharp focus on a focal role, the position of director of research, and clearly stated objectives which guided the development of uniquely personalized programs of study for trainees while maintaining a common program focus. The program focus and objectives enabled the program staff to counsel effectively individual trainees and to design individualized programs of study, but always with the role of director of research and the requisite skills needed for success in this position clearly in mind.

A second major strength of the program was its flexibility. Achieving maximum flexibility was an important criterion in designing the program. It was recognized that trainees were likely to come from a variety of backgrounds in terms of both their work experience and their academic preparation. We anticipated that some trainees would enter the program with a substantial amount of graduate work already completed and others would have completed little if any graduate work. It also was recognized that the nature of the academic preparation of trainees would probably differ widely. Consequently, it was important to focus on building the professional and interpersonal skills needed by directors of research while at the same time avoiding redundancy in training efforts. The flexibility built into the program permitted the selection of appropriate course work for each trainee rather than requiring all trainees to "jump the same hurdles." The program flexibility also permitted efficient utilization of the vast resources of the University of Wisconsin-Madison.

A third major source of program strength, and one closely related to the comments made in the preceeding discussion, is directly related to the unique structure of the School of Education at the University of Wisconsin-Madison. All members of the faculty who teach courses in which prospective teachers are enrolled are voting members of the faculty of the School of Education. This organizational structure creates a climate which facilitates the development of close working relationships between colleagues in a wide variety of disciplines and departments. Thus, it is easy to draw upon the intellectual resources of a wide variety of departments for both formal course work and informal learning activities. The advantage of program flexibility and close interdepartmental ties is perhaps best illustrated by the fact that only two new courses were developed specifically for the Training Program for

Directors of Research. The uniqueness of the program lies in the fact that the vast intellectual resources of the total University could be tapped in designing appropriate programs for individual students. It was possible, for example, to draw upon the resources of the University Survey Research Laboratory to provide trainees with both course work and field experience in survey research. Personal contacts by program staff with faculty members in other departments directed their attention to the specific needs and interests of our trainees so that these needs and interests could be accommodated in existing courses through differentiation of assignments, readings, and similar activities. In short, the challenge in conducting such a program at the University of Wisconsin-Madison lies not in the development of unique new materials but in the identification and proper utilization of existing resources located in diverse departments throughout the University.

The trainees themselves were another major strength of the program. The selection criteria which were applied coupled with recruitment activities which actively sought recommendations from persons working in research and development offices enabled us to identify trainees who were able, motivated, and committed to research and development in education at the school district, state education agency, or university level. The effectiveness of our selection criteria is reflected by the absence of program "dropouts," the rapid progress of trainees toward completion of the Ph.D. degree, and the placement of persons in significant leadership positions in school districts, universities, and other educational agencies.

Yet another major strength of the program was the research internship. The program staff attempted to identify leading research agencies and individuals throughout the United States and to place interns with such individuals and agencies. Geographic location was not a limiting factor in internship

placements. We used a substantial portion of our institutional allowance to support travel in order to identify the most appropriate internship placements and to make frequent supervisory visits to interns. Trainees were universally enthusiastic with regard to their internship experiences. Their willingness to relocate themselves and their families, frequently over great distances, to take advantage of internship opportunities attests to the importance attached to the internship experience by both the program staff and the trainees. We also gave attention to the identification of appropriate "role models" when evaluating potential internship locations. We sought to provide each trainee with direct experience with an individual who could provide an appropriate role model of an effective research director.

Closely related to the practicum experience was the placement of trainees in appropriate positions upon completion of the program. In nearly all cases trainees were offered permanent positions in the organizations in which they interned. Some trainees accepted such offers, others chose to return to campus to complete the Ph.D. degree, and some accepted positions elsewhere. Appropriate placement was not a problem; in effect, we could have placed at least twice as many trainees had they been available.

Major Problems in the Program

Two major problems which created difficulties for the program director can be identified. Although they did not significantly impair the success of the program, they did interfere with systematic planning and often required compromises be made between the desirable and the possible.

One major problem was the uncertainty, the irregularity, and the lateness of program funding. Recruitment of the best qualified trainees requires considerable lead time. Too frequently sufficient lead time was not available

and we were confronted with the task of recruiting several candidates very late in the season. Fortunately, we generally had a backlog of applicants to which we could turn but this was no substitute for adequate lead time in order to recruit the best possible candidates for traineeships. We believe that had adequate lead time been available each year, we could have recruited trainees of even higher quality who would have lent even greater luster to the program. It often was difficult, for example, to assess adequately a prospective trainee's degree of commitment to a career in educational r & d in the time available. It also was difficult to recruit well qualified candidates from ethnic minorities when the lead time was short.

A second major problem was the inadequate size of the institutional allowance. During the course of the training program tuition at the University of Wisconsin-Madison increased substantially from year to year while the amount of institutional allowance remained constant. Tuition reached a point where we could not afford to award traineeships to qualified out-of-state students because the institutional allowance was not sufficient to cover tuition for these students for a full twelve-month period. This shortfall necessitated particularly intensive efforts to recruit Wisconsin residents for whom tuition was substantially less. Only by awarding traineeships to a substantial number of Wisconsin residents could we afford to recruit out-of-state students to enter the program. As tuition consumed a larger and larger portion of the institutional allowance, it became increasingly difficult to bring in outside consultants, to subsidize travel of trainees to attend appropriate professional meetings and for the staff to make frequent supervisory visits to trainees during their internship experience. Fortunately, members of the program staff were not required to be paid from the institutional allowance but carried on their work in program direction and in teaching and advising students as a part of their regular university load. During the last two years of the

program, the institutional allowance was not adequate to cover even the essential costs incurred in operating the program.

Overall Evaluation of the Program

We believe that by any standard the Training Program for Directors of Research must be judged as successful. A total of 23 students received support through the program between July 1, 1967, and August 31, 1973. (Two students were supported only from January, 1973, through August, 1973; they were appointed to fill vacancies created when two students completed the program more rapidly than had been anticipated.) Eighteen students have completed all program requirements and have received the Ph.D. degree; four have completed all course and residence requirements, are currently writing Ph.D. dissertations, and are expected to complete all requirements for the Ph.D. degree during the 1973-74 academic year; and one is preparing a dissertation proposal and is expected to complete the Ph.D. degree during the 1974-75 academic year.

Eleven trainees who have either completed the program or who are currently working on dissertations hold research and/or administrative positions in public school systems; seven are currently employed as professors; three are employed in intermediate or state educational agencies; and two are students completing their studies at the University. (The two students who are still completing their studies are currently employed by the Wisconsin R & D Center as research assistants.) All trainees are actively involved in educational research and development activities in public school systems, intermediate or state educational agencies, or institutions of higher learning.

The fact that we have in no instance found it necessary to drop a student from the program once he had been accepted is further evidence of success.

All 23 students who received support have either successfully completed the program or will complete the program in the near future. Thus, our selection criteria apparently were adequate to identify and select persons with both the requisite academic ability and the commitment to pursue career goals in educational research and development.

The overall evaluation of trainees always has been positive. They have provided some very useful, constructive criticism which has enabled the program staff to improve the academic counseling of students and to improve the internship experience for students. Section C of this report contained excerpts from program evaluations provided by both trainees and research directors who supervised interns. These statements provide additional evidence in support of the judgment that the program has been highly successful.

No problems were encountered in placing trainees in jobs for which they were trained. Most trainees had a choice of several jobs. Some who began the program intending to pursue careers in public school or state education agencies decided to pursue careers in higher education and chose professorships in preference to public school positions. They have frequently expressed the opinion that the experience gained as a result of their training and internship provide a balanced perspective of the problems associated with fostering change in school programs. They feel that their teaching and research contributions as professors are particularly enriched by the experience gained in the research internship. Undoubtedly, the graduates of the program will continue to make significant contributions in their chosen fields during the course of their professional careers.

Plans for Continuation of the Program

It will not be possible to continue the Training Program for Directors of Research without federal support. Although the courses which comprised

the program will be available, it will be impossible without federal support to provide and supervise research internships of the high quality which have characterized the program in the past. Also, it will not be possible to screen carefully students who wish to become involved in the program. The availability of support for trainees made it possible to exercise considerable discretion in selecting candidates. The program staff has concluded that it is not reasonable to continue the program in its present form without federal support.

An attempt will be made to provide appropriate counseling for students who wish to pursue careers in educational research and development in local, intermediate, or state educational agencies. To the extent possible, research internships in the Wisconsin R & D Center, in Wisconsin public school systems, and in the State Department of Public Instruction will be arranged. However, without support for trainees it will be difficult to exercise the degree of control over the research intern's activities and it will be impossible to exercise a veto power over internships. Without federal support, the Program for Training Directors of Research will be but a shadow of the program which has been conducted during the past six years.